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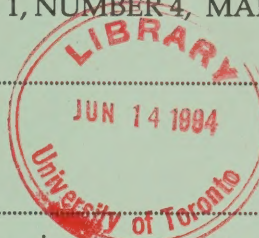
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In Common

MINISTRY OF EDUCATION AND TRAINING

Ontario

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Career/Work Education

Students of all ages have a natural interest in what their parents, friends, and relatives do all day. Educators know that equipping students to live and work in a changing world is of the utmost importance. We hear almost daily from business, industry, and the community at large that students are not being adequately prepared for the high-tech jobs and career changes of the future. We also hear about the need for greater equity of access to career opportunities, so that a greater number of female, francophone, Aboriginal, and visible-minority students, as well as students who are economically disadvantaged or physically disabled, will be able to enter occupations that are well paid and offer security and prestige.

To meet these challenges, educators have developed a variety of programs in such areas as school-work transition, technological education, employability skills, and cooperative education. But these programs tend to reach only some students. Cooperative education, for example, is highly successful, but only about 25 per cent of senior secondary students are currently enrolled. Much more needs to be done for all students in elementary and secondary schools.

The Common Curriculum, Grades 1-9 emphasizes career/work education. One of its ten

cross-curricular learning outcomes states that by the end of Grade 9 students will "value work and learning of all types not only for their practical benefits but also for the sense of purpose and satisfaction that they can bring, and be able

to develop relevant, well-prepared plans for entering the work force or continuing their education." Like the other common curriculum cross-curricular outcomes, this outcome is to be a focus of the entire

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Professional Literature on Assessment and Evaluation

Implementing *The Common Curriculum* requires teachers to use a broad range of assessment techniques and to shift the emphasis in assessment from "what has been covered or accomplished" to "how well the performance meets the stated outcomes and preset standards."

The September and November/December 1993 issues of *In Common* contained articles on assessment and evaluation. A number of readers have asked for information about the body of international literature on these topics. Some sources that may be helpful are listed below. Reference should also be made to the ministry's *Transition Years: Preliminary List of Resources*, 1992.

Suggested journal issues
Educational Leadership 50, no. 8 (1993).
Orbit 24, no. 2 (1993).

Suggested articles
Bonstingl, John J. "The Bell Curve Meets Kaizen". *Schools of Quality: An Introduction to Total Quality Management in Education*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1992: 1-5.

Spady, William G. "Shifting the Grading Paradigm That Pervades Education". *Outcomes* 9, no. 4 (Winter 1990-91): 39-45.

Stiggins, Richard J. "Assessment Literacy". *Phi Delta Kappan* 72, no. 7 (1991): 534-39.

Vickery, Tom Rusk. "Assessment in Outcome-Based Education". *Quality Outcomes-Driven Education* 2, no. 4 (1993): 19-22.

In Common is a newsletter produced by the Ministry of Education and Training to communicate information about the implementation of *The Common Curriculum, Grades 1-9* and to encourage feedback from schools and their communities. Such feedback will be used to revise the document and make it more responsive to the needs of the communities in which it is used. *In Common* will be produced approximately every two months.

Cette publication est également offerte en français sous le titre suivant : *En commun*.

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school program to the end of Grade 9 and the responsibility of all school staff in all program areas.

To enable students to achieve the outcome, *The Common Curriculum* identifies specific related learning outcomes in all four core program areas. In Self and Society, for example, by the end of Grade 3 students should be able to "compare a variety of occupations in the school and community." In the Arts, students should be able, by the end of Grade 6, to "recognize that there are employment and career opportunities in the fine, commercial, and applied arts." In Mathematics, Science, and Technology, by the end of Grade 9 students should be able to "examine their own interests, aptitudes, and abilities in relation to a variety of career and work opportunities and investigate the role of mathematics, science, and technology in these occupations." In Language, by the end of Grade 6 students should be able to "write to record their own thoughts, feelings, and interests." To design learning activities that will achieve such career/work education outcomes, teachers of Grades 1 to 9 need the help of people in their community. For example, a Grade 4 teacher cannot easily acquaint students with the variety of jobs that are done in a museum without the assistance of the people who work there. Though it may not be easy to arrange the first time, contact with as many different types of museum workers as possible should be an important part of a trip to the museum. Teachers stand to gain a great deal of personal satisfaction from helping their students interact with adults in a range of environments.

Teachers will find it useful to keep in mind four basic principles when determining how career/work outcomes can be achieved.

1. Career/work education is part of the total school curriculum, not a subject taught in isolation. For example, geographical knowledge can help students better understand the connection between envi-

ronmental conditions and social and economic (and career) opportunities. Historical knowledge can help students learn about the economic phenomena that affect present and future patterns of work.

2. Planned out-of-classroom experiences, beginning when students enter school, are a key element in career/work education. Students' natural curiosity about the world is stimulated by such experiences. Many field trips/activities that are already planned as a regular part of students' school life can be modified to meet the career/work education requirements of the common curriculum. For example, a trip to the museum, the zoo, the outdoor education centre, the local creek, etc., can also be an opportunity to meet the many different people who work at these sites, and can lead to discussions of the similarities and differences between the occupations encountered and the interests of the students. The community is usually very supportive of such initiatives, as the response to cooperative education programs shows.

3. Career/work education includes activities that broaden students' knowledge about the occupations associated with a particular environment, project, or issue. For example, contact with engineers, technicians, environmental lawyers, and politicians, among others, could be part of a unit on hazardous-waste management. Such opportunities can help students appreciate the multiplicity of possible occupations and the many ways in which their own interests and abilities could be used throughout their careers.

4. Career/work education should address the academic, social, and career-development needs of children. The whole child, including his or her aspirations, interests, vocational maturity, and career-exploration skills need to be considered if we are to plan effective educational programs. All children, from the time they begin school

until they leave, should be expected to explore the range of career/work opportunities that exist and helped to relate those opportunities to their knowledge of themselves.

Career/work education is not an "add-on" to an already crowded program. Much can be done by integrating career/work themes into various existing school activities. With the help of parents, members of the community, and career-centre, guidance, and cooperative education staff, teachers can adjust their programs to include learning about work and career opportunities.

Through the Education-Work Connections Project, the ministry will be developing resources and providing training opportunities over the next 18 months to help teachers and their partners in the community implement school-work transition and career education programs. The first resource, "Ontario Prospects", was distributed to all Grade 11, 12, and OAC students and elementary school principals in February. Several school boards, career centres, and professional associations have also developed resources and identified contact people who can assist with career/work education.

For information on career/work education in the curriculum, contact Marion Levi, Access and Equity Team, Ministry of Education and Training, 416-314-0347; fax: 416-325-2552. To obtain information on the Education-Work Connections Project, or to let us know about the types of resources you would like, contact Grant Clarke, Access and Equity Team, 416-325-2518; fax: 416-325-2552. For information about career centres, contact Carol Tumber, Association of Career Centres in Education Settings, 416-391-6950; fax: 416-394-3869. For more information on career/work education, contact Trish Loraine, Ontario School Counsellors' Association (OSCA), phone/fax: 416-449-9321, and Gay Kleiber, Ontario Cooperative Education Association (OCEA), 905-738-5441; fax: 905-660-7450.

What Happens to Your Comments?

A working committee of representatives of teachers' federations, supervisory officers' associations, and the ministry is analysing your responses to *The Common Curriculum, Grades 1-9*. Committee members have significant practical curriculum expertise in the four core program areas. Expertise and leadership in research methodology are being provided by Dr. Lorna Earl, Research Director, Board of Education for the City of Scarborough.

The committee's chief task is to review the responses and analyse them in order to identify main themes and issues. The committee will provide recommendations to the ministry for revising *The Common Curriculum*, based on its analysis of the responses.

The committee held its first meeting in October 1993 and has met for about two days each month since then. In the beginning it concentrated on developing a common understanding of its task and establishing the timelines for the project. The committee discussed ways to encourage responses to *The Common Curriculum* from as wide a spectrum of respondents as possible. It also refined the kinds of questions to be included in the invitation to respond.

The committee discusses, on an ongoing basis, issues related to outcomes-based education, assessment and evaluation, integrated programming, and other aspects of implementation. The committee evaluates each of its meetings and the review process to ensure that work continues to be effective.

All your responses are summarized and recorded in an electronic database. The committee spends a significant part of its meetings reading and discussing your responses and the summaries entered in the database. Using the database, the committee can produce a report that outlines all the comments received on a particular topic. For example, reports can be

generated showing all the comments about the ten cross-curricular outcomes or about issues such as antiracism and ethnocultural equity. Analysing these reports and developing recommendations have become a progressively greater part of the committee's work.

Because the committee must complete its analysis and make its

recommendations by the end of June, it needs to receive your responses by May 1. Revision of *The Common Curriculum, Grades 1-9* will take place during the summer and will involve members of the review committee. An updated version of the working document is expected to be released in December 1994.

A Word From the Middlesex Board

An effective classroom is one in which students are engaged in the kinds of thinking that enhance learning. The Middlesex County Board of Education (MCBE) has kept this in mind when implementing *The Common Curriculum, Grades 1-9*.

All principals in MCBE have received three days of training in the use of the Dimensions of Learning (DOL) model for instructional planning. The model provides a powerful framework for planning interdisciplinary, outcomes-based units of study that help students to acquire, extend, and use knowledge and to develop positive attitudes and habits of mind. Teachers in several schools

are already using the DOL model in planning units for their classrooms.

At this time, implementation of *The Common Curriculum* in MCBE does not involve rewriting curricula. Instead, teachers use the policy document when planning learning experiences for students. The DOL model incorporates the principles of learning, teaching, curriculum focus, and assessment outlined in *The Common Curriculum, Grades 1-9*. This school system is using the DOL model to ensure that students achieve the learning outcomes that *The Common Curriculum* identifies as important for life in a changing world.

Clearing House of Resource Materials

A new provincial service, the Clearing House of Resource Materials, will be in operation in time for the next school year. It is an independent service supported by the Ministry of Education and Training and operated in partnership with teachers' federations, trustee associations, and supervisory officers' associations.

The Clearing House will serve as the point of contact for boards and other groups and individuals requesting information about curriculum resource materials. Initially, it will focus on Grades 7

to 9, and later it will include all elementary and secondary education. The Clearing House will encourage the sharing of curriculum and resource materials developed by teachers, boards, and federations, provide easy access to information about these materials at low cost, and encourage the cooperative development of materials.

Print and electronic versions of a catalogue of available materials will be ready for the next school year. The catalogue will include information on ordering. Keep watching for further information.

Invitation to Respond

It is important that Ontario's curriculum policy continue to evolve in response to a rapidly changing world. The Ministry of Education and Training invites you to send in your comments on The Common Curriculum as part of the process of responding to developments as they occur.

When *The Common Curriculum, Grades 1-9* was released as a working document last year, the Minister of Education and Training announced that it was to be implemented over a three-year period beginning in September 1993. At the same time, he stated that it would be revised on the basis of responses from educators and the public. An updated version of the working document is expected to be released in December 1994.

The Ministry of Education and Training invites you to be part of the review process. Your comments and suggestions can make a difference.

Responses are being analysed by a working committee composed of representatives of the Ontario Teachers' Federation and its affiliates, the Ontario supervisory officers' associations, and the Ministry of Education and Training. Research leadership and expertise are being provided by Dr. Lorna Earl, Research Director, Board of Education for the City of Scarborough. This review committee will complete its analysis by June 30, 1994, and will provide recommendations and advice to the ministry.

Content of Responses

Please consider *any or all* of the questions given below when writing your response, and comment on *any or all* of the sections of *The Common Curriculum* when answering the questions. Indicate whether you are referring to the official curriculum document of February 1993 or the version of September 1993 for parents and the general public.

1. Format and Style
 - What is useful? Why?
 - What should be changed? How?
2. Content and Organization
 - What is valuable? Why?
 - What needs to be clarified? How?
 - What needs to be changed? How?
 - What needs to be added?

3. Other
 - What other suggestions do you have for improving *The Common Curriculum*?

Information on Respondents

Please include the following information with your response:

- your name and mailing address, if you are responding as an individual
- the name and mailing address of your group or organization, if the response is from a group

Also indicate to which of the following categories you or your group belongs (choose more than one, if appropriate):

- teacher
- curriculum specialist
- parent
- other (specify)

Deadline

Please send your response as soon as possible so that the review committee can meet its deadline. To be included in this review, your response must be received by **May 1, 1994**. Revision of *The Common Curriculum* will begin in early July 1994.

Please send your response to:

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